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ABSTRACT

Described in the Scoutmaster's Guide are discussion topics and sensory awareness activities to be used by adult leaders in helping Boy Scouts to understand and involve handicapped peers in troop activities. Among suggested activities for a troop development session are discussions of the five senses and of similarities between handicapped and nonhandicapped boys. (LH)

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UNIT OF TRAINING

Involving Handicapped Scouts

Scoutmaster's Guide

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ADULT LEADER DEVELOPMENT

BOY SCOUTS OF AMERICA

INVOLVING HANDICAPPED SCOUTS--
SCOUTMASTER'S GUIDE

PURPOSE

The purpose of this development experience is to have the Scoutmaster or his selected adult leader set up and conduct a project and discussion session within his troop to establish the atmosphere and acceptance essential to involving handicapped boys.

OBJECTIVE

As a result of this training experience the troop membership should be able to:

1. Fit the handicapped Scout into the normal program of Scouting and when the need exists, be able to tailor the program to his needs.

2. Involve the handicapped Scout by emphasizing his individual program abilities.

3. Develop the full potential of the handicapped Scout through the advancement program.

4. Develop the leader's own self-confidence to reach and serve handicapped boys.

5. Minimize any concern that a handicapped boy might hold back the troop.

REFERENCES:

Scoutmaster's Library Kit	No. 6530
Scouting for the Physically Handicapped	No. 3039
Scouting for the Mentally Retarded	No. 3058
Scouting for the Deaf	No. 3060
Scouting for the Visually Handicapped	No. 3063
Aids for the Handicapped	No. 3075

MATERIALS NEEDED:

Filmstrip--"On the Road to Light--Let None Be Left Behind," No. 13562, and accompanying record, No. 13462.

Paper and pens or pencils.

Extra copies of this guide as needed.

TROOP DEVELOPMENT SESSION

FIVE SENSES

1. Draw from the boys a list of the five senses--sight, hearing, touch, taste, smell.

2. Test each sense with tests similar to those listed below:

   Sight--with one eye, through colored cellophane, through dark glasses;

   Hearing--bell, ticking of watch, whisper, fingernails dragged across tabletop;

   Touch--Cloth, wood, apple, pencil;

   Taste--Salt and sugar, apple and potato, ginger ale and vinegar;

   Smell-various spices, sulfur, aftershave lotion.

3. Ask boys if each sense is important. Why? Develop short discussion.

4. Ask a boy to lift a light weight and then a heavy weight, and another boy to walk across the room. Is muscle strength and dexterity important? Why?

5. Have another boy read briefly from the Scout Handbook. Vocally give a math problem and ask the boys to figure it out in their heads. Are mental alertness and ability to learn important? Why?

6. Ask: "Which of the five senses could you do without? How would you feel without one of these senses?"

7. How do you think you'd feel with poor muscle coordination? How do you think you'd feel without a sharp, clear mind? Do you recall anything that was hard for you to learn? Why was it difficult? Are you better at learning today? Have you ever watched a youngster trying to learn?

OUR NEW BOY

1. We have a boy who would like to join our patrol. He is_____. Do any of you know him? Here is a photo of him. He is_____ years old, in the _____ grade at _____ school and lives at_____. He is handicapped in the following ways: _____.

2. In many ways he is more like us than he is different from us. Let's list the things we have in common. Use the following list of ways as a checklist for their suggestions and as a source of ideas to help motivate their thinking:

   . Like fun
   . Want acceptance by others
   . Want recognition
   . Like active games
   . Like competition
   . Have vivid imaginations

- Want friends
- Want adventure
- Like crafts
- Want to achieve
- Want to be self-reliant
- Dislike nagging
- Rebel against authority
- Are turned off by criticism
- Have short attention span
- Want to help others
- Are uncoordinated
- Practice hero worship
- Like water in lakes and streams but not in washbasins and bathtubs
- Have enthusiasm
- Can become proficient in skills
- Don't particularly want to be good, but do want to do good
- Want to prove their abilities
- Believe in fair play
- Are sensitive to right and wrong
- Want responsibility
- Can help others achieve
- Dislike being made fun of

EXERCISES AND ACTIVITIES

1. With his handicap, he has to do some things differently from the way we do things. Let's try to see how he'd feel doing some of these things.

   If handicap is "being blind" do these:

   a. Blindfold boys and have them walk across the room.

   b. Ask Scouts to tie knots behind their backs or in the dark (lights out or blindfolded).

   c. Blindfold some boys. Have them listen to voices, and then determine the direction, distance, and origin of the voices.

   d. Have a boy strip to his swim trunks (arranged ahead of time) and then dress in the dark.

   (Add similar activities for the various other handicaps)

2. Lead a discussion: How can we best make _____ feel at home? How can we involve him in patrol and troop activities? What are some of the things he can do better than we can do? How can this talent be worked into our Scout activities? (e.g., a blind boy can hear better; a deaf boy has sharper sights, etc.)

3. List some specific do's and don'ts about working with the handicapped. What would you do if _____ fell down or is about to bump into something? (Blind--let boy grasp your elbow, not vice versa. Don't grab for his Seeing-Eye dog or interfere with it. Don't be overly helpful.)

HELPING THE HANDICAPPED BOY JOIN

1. Suggest patrol leader officially invite _____ to visit the next patrol meeting at _____p.m. on _____.

2. Set date for official joining.

3. Plan welcome or special greeting for the boy. Make assignments.

4. Close session by thanking boys for their understanding.

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